

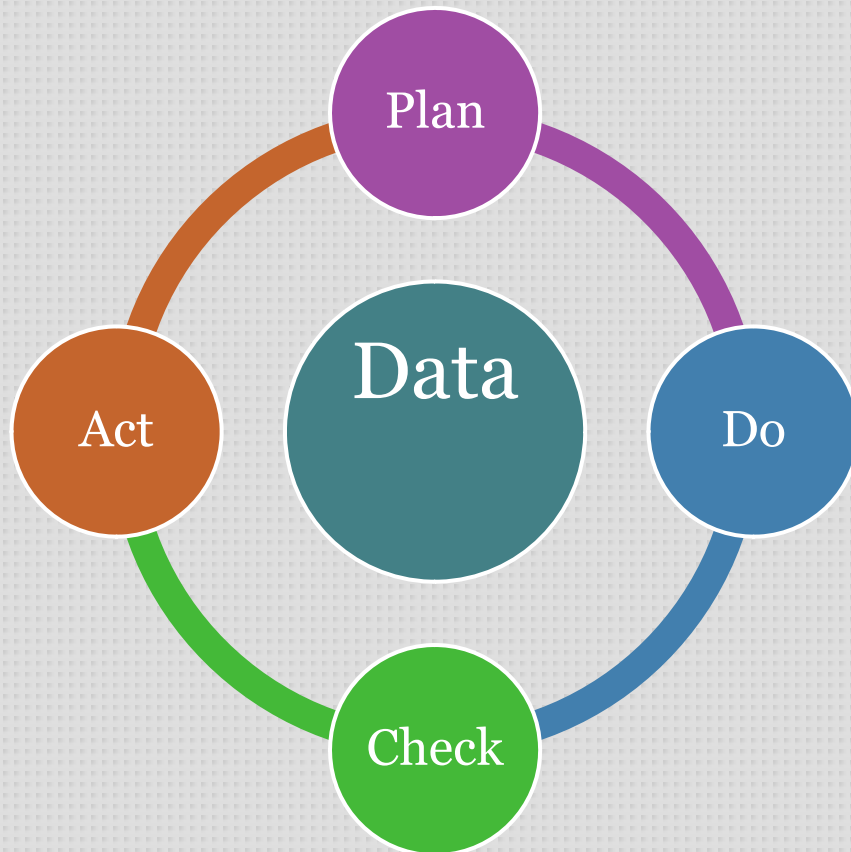
# Using Data to Plan for Instruction

Laurel Public Schools  
Linda Filpula, Middle School  
Principal  
Andrea Fischer, Director of  
Curriculum & Assessment

# Creating the System

- Teachers need to receive timely and frequent feedback on the performance of their students
- Teachers have the benefit of meeting in a collaborative team to analyze and act upon the data
- Have designated time set aside for data meetings
- Establish goals at all levels ( classroom, school, district)
- Focus on Results

# Focus on Results



- **Plan:** Design the Process to improve results
- **Do:** Implement the plan and measure its performance
- **Check:** Analyze, assess, and report on the results
- **Act:** Decide what changes must be made to improve the process and adjust accordingly

(Dufour, 2006)

# Why Focus on Results?

- Identifying students who need interventions to become proficient in an essential skill
- Help teams to mark progress towards their goals
- Providing individual teachers with timely feedback on the effectiveness of their instruction
- Provide support to celebrate your small wins

# Creating a Results Centered Environment

- Give the basis of comparison that turns data into information
  - Data by itself does not lead to improvement
  - Give context of valid comparison to identify strengths and weaknesses
- Compare Apples to Apples
  - Keep conditions of comparisons similar
  - Ask what evidence you have that you are becoming more effective
- Use balanced assessments
  - Summative of learning ( MontCAS)
  - Formative for learning ( NWEA MAPs, District Assessments)
- Principals and teachers engage in data analysis- Don't Outsource!
  - Information should be provided but staff in the building needs to do the work!
- Keep commitment to results and relationships
  - People improvement = School improvement

(DuFour, 2006)

# How We Use NWEA MAP Assessments

- Projected Proficiency Levels
- Flexible Grouping
- Identifying Strengths and Weaknesses in instruction and curriculum
- Goal Setting
- Identify district, school, and classroom growth
- RTI- Focus on Tiers

# District Assessments

- Instant feedback to teachers related to their classroom instruction
- RTI ( Tiered level of instruction)
- Flexible Grouping
- Identify strengths and weaknesses in curriculum
- Vertical Alignment

# MontCAS

- Vertical Alignment
- Identify curricular gaps
- Instructional strengths and weaknesses
- Validity of District Assessments
- Comparison of Performance



# Data Analysis

- Follow Specific Process
- Set aside monthly meetings- share results/act on results
- Data Boards to measure progress
- Make instructional changes as results require or celebrate what's working
- Base instructional and curricular decisions on the data

# Fall Data Uses..

- **Assessments: AIMSWeb- Screener, MAPs- Baseline for Instructional Needs, Curricular Focus**
  - Shared With: Teachers, Students, Parents, Administrators, School Board
  - Build Goals and Intervention plans
  - Identify Curriculum and Materials Needed
  - Identify Resources needed to reach goals
  - Establish Monthly Data Meetings
  - District Data Early Out

# Winter Data

- **Assessments: AIMSWeb, MAPs**
  - Benchmark, Strategic, and Intensive Groups: Are we making Progress?
  - Are the interventions working?
  - Are we making progress toward our goals?
  - What changes or adjustments need to be made?
  - District Data Early Out
  - Shared with: Students, Teachers, Parents, Administrators, and School Board

# Spring Data

- **Assessments: AIMSweb, MAPs, MontCAS**
  - Did we reach our goals?
  - What progress did our students make from Fall-Winter- Spring?
  - Projected Proficiency Levels
  - Instructional and Curricular plans for Fall/Summer School
  - Materials and Resources needed to carry out Action Plans for Fall/Summer School
  - Class/Course Placements
  - District Data Early Out
  - Shared With: Students, Teachers, Parents, Administrators, School Board

# Continuous Change

- **Reason**: appeal to rational thinking and decision making
  - **Research**: Building shared knowledge of the research base supporting a position
  - **Resonance**: Connecting to the person's intuition so the proposal "feels right."
  - **Representational Re-descriptions**: Changing the way the information is presented
  - **Resources and Reward**: Providing People with incentives to embrace an idea
  - **Real-World Events**: Presenting real-world examples where the idea has been applied successfully
  - **Confrontation**: Identify and deal with the resistance
- (Gardner,2004)

# Sources

- DuFour, Richard. (2006) Learning by Doing. Bloomington, IN. Solution Tree
- Gardner, Howard. (2004). Changing Minds: The art and Science of changing our own and other people's minds. Boston: Harvard Business School.